

Programme 116†.

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(January to March, 1930,
(May to July, 1930, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 83-176.

St. Luke, chapters 8-16. Use *One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-). *The Saviour of the World*,* Vol. I. (P.N.E.U. Office, 3/-), pp. 55-104, with Bible passages from index.

Optional: (a) *Peloubet's Bible Dictionary* (R.T.S., 10/6), may be used for all names of persons and places. (b) *Philips' Handy Scripture Atlas** (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 123-152. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *Heroes and Writers of the Book of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1930). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings: For use in Opening School* (S.C.M., 3/-). *Sunday Gospels*, by Bishop Masterman (S.P.C.K., 3/6).

† The 116th term of work set since the Parents' Union School began

For Sunday reading (optional):

Washington Irving's *Life of Columbus* (Oxford Press, 2/-, or 1/3). *The Last Secrets*, by John Buchan (Nelson, 2/6), pp. 181-303. *Robert Moffat*, by E. W. Smith (S.C.M., 5/-).

Sunday Occupations: A Book of Centuries: see new illustrated leaflet by Miss Bernau (P.N.E.U. Office, 6d.). Choose and inscribe verses in beautiful lettering on good paper or vellum, see *Lettering for Schools*, by M. Judson (Dryad, 3/6).

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Also oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-179. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

English Grammar. (See N.B. 4.)

Parse and analyse each week from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 132-151.

Literature (including holiday and evening reading).

Shakespeare's *Coriolanus*,* or, *Henry VIII*,* (Blackie, 6d.). Scott's *The Monastery** (Nelson, 1/6). Carlyle's *Heroes and Hero Worship: Luther** (Dent, 2/-). Read from Shakespeare to Hardy, *An Anthology of English Lyrics** (Methuen, Third Edition, 1928, 3/6). *A History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 182-246. *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A New History of Great Britain,* by R. B. Mowat (Oxford Press), (Parts I. and II. (Section I.a), 4/6, or, Section 2 only, 3/-), pp. 195-249 (1485-1558). Begin a chart of the 16th Century (see reprint from *P.R.*, July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *The Times* Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), (1485-1558), contemporary history from pp. 264-344 (omit set questions). *Hellas the Forerunner*, Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 1-61. *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 378-443 (431-323 B.C.) (omit set questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6: see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; Quennell's *Everyday Things in Homeric Greece* (Batsford, 7/6), may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 95-117. North's Plutarch's *Lives: Alexander** (Blackie, 10d.), pp. 65-120 (second half). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 311-372. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

Geography.¹

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Book V.,* (Kegan Paul, 5/-), pp. 1-62 (Asia). Prescott's *Conquest of Peru** (Blackie, 10d.). Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 348-415. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

¹ Overseas members]see special leaflet.

Natural History and Geology.[†]

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 43-88. *The Elements of Geology*,* by M. A. Johnston (Nelson, 3/6), pp. 145-196, with a good map of the British Isles; give some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate, e.g., (a) winter conditions of plants and trees, (b) star studies: *Stars at a Glance* (Philips, 1/6). The following may be used for suggestions: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 1-53. *A Voyage in Space*,* by Professor H. N. Turner (S.P.C.K., 7/6), pp. 164-195.

Hygiene and Physiology, Domestic Economy.

Physiology and Hygiene,* by J. Argyll Campbell (Bell, 3/6), pp. 112-166; omit set questions.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Filippino Lippi (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the *Parents' Review*, for January. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 1-58.

French.¹ (See N.B. 4.)

L'Enseignement Littéraire du Français,* by J. Molmy, Vol. I. (Hachette, 2/6), lessons 27-34 inclusive. Teacher study preface. Read and narrate *Monsieur le Vent et Madame la Pluie*,* by P. de Musset (Hachette, Bibliothèque Blanche, 1/3), pp. 47-87. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 4.)

A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part II., §§ 59-64, inclusive. *Cæsar's Gallic War*,* Books I.-III., by C. Hignett (Oxford Press, 2/6), Book I., §§ 13-26, inclusive.

German.¹ (See N.B. 4.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), Lessons 23-26, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar,

[†] Overseas members see special leaflet.

¹ Schools may substitute the national language.

stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), Nos. 1-16 (*Hercules*).

or, preferably, Italian.¹ (See N.B. 4.)

Italian Lessons and Readings,* by C. U. Clark (Harrap, 5/-), Lessons 1-3, or continue. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters 11-20 (inclusive).

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Book V. (London University Press, Pupil's 1/1), pp. 60-79. It is essential to use also Teacher's Book V. (2/3) for directions and method.

Or, Continue Pendlebury's *New Shilling Arithmetic* (Bell, 2/3), (practice methods, approximation, graphs, the circle). Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L. Press, 6/-).

Geometry. (See N.B. 4.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 184-6, 188-201, and revise Section II. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 148-153, 169-177, 189, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Studies of kitchen utensils (see Glass, pp. 9-23). Two minute poses of figures in action (Glass, p. 193). Original illustrations. Simple memory drawings. Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Music.

In addition to usual work, choose and learn a suitable composition by Beethoven. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

The work of Beethoven, see (a) article and (b) *Our Work* in the January *Parents' Review*. For reference: *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 64-106; teacher use appendices I.-IV.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 65 and 81. A scene from Shakespeare. Two poems from anthology set. Two hymns.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Simpkin Marshall, 3/6), Books 9-12. *The Household of Sir Thomas More*,* by Ann Manning (Dent, 2/-). Kinglake's *Eothen* (Dent, 2/-).

Singing.

Three English songs from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6; words only 2/-), or *The Pocket Sing-Song Book* (Novello, words and music, 1/6). Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work each term.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. IV-VI. Description and Tunes of 6 Dances in each volume (Novello, 3/- each). *Scandinavian Dances, Series III*. (Ling Association, Instructions 3d., Music 8d.). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey; Long-Ball; (*Rules*, Bourne & Co., 2d.).

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Carving in Alabaster (Dryad Leaflet, No. 24, 4d.). Make a rug: see *The Country Woman's Rug Book*, by Ann Macbeth (Dryad, 3/6). [Materials from Dryad Handicrafts, 42 St. Nicholas Street, Leicester.] Boys: *101 Things for a Boy to make*, by A. C. Horth

(Batsford, 5/-). Darn and mend garments for the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). (It is not advisable that stereotyped courses should be followed.)

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.)

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. See special list. Blazers are also obtainable.

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES

Bible Lessons.

- I. 1. By what events did David perceive that the Lord had established him King over Israel? Describe two of them, and quote any verses you can from David's Psalm of Thanksgiving.
2. What knowledge of King David's character do we get from (a), the story of Mephibosheth, (b), Nathan's parable, (c), David's grief for Absalom, (d), his charge to Solomon? Give the story in one case only.
- II. 1. What teaching does our Lord give His disciples in two of the following parables,—(a), the strong man armed, (b), the rich fool, (c), the barren fig tree, (d), the lost sheep?
2. Explain three of the following sayings of our Lord, giving the context as far as you can,—(a), "Whosoever will save his life shall lose it," (b), "One thing is needful," (c), The light of the body is the eye," (d), "Take no thought for your life," (e), "The children of this world are in their generation wiser than the children of light."
3. Describe the mission of John the Baptist in the country about Jordan, showing what various kinds of people came to him.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Ambleside Geography Book V., p. 120, "Many of the men . . . in all directions."

Composition.

1. Write some lines, in the metre of a poem you have learned, on one of the following, (a), "The white lady of Avenel," (b), "Ulysses and the Cyclops," (c), a starlight night.
2. Write a conversation between two of the following,—(a), Coriolanus and Alexander; (b), Christopher Columbus and Alexander,
- or, 2. Pericles makes an oration on Armistice Day. Give the oration.

English Grammar.

1. Analyse, parsing the words in italics,—
"I know a green grass path *that* leaves the field,
And, like a *running* river, *winds along*
Into a leafy wood *where* is no throng
Of birds *at noonday*, and no soft throats yield
Their music to the moon. . . ."
2. What do you know of the derivation of the following words,—gossip, orchard, starboard, tadpole, dunce, tantalise, volcano, canter, Fascism, handicap?
3. Describe three ways in which a change of meaning in a word may be brought about, giving examples.

Literature. (Answer three questions only.)

1. Sketch the parts played in (a), *Coriolanus* by Menenius and Aufidius, or, (b), in *Henry VIII.* by Queen Katharine and Wolsey. Quote lines where you can.
2. "I will call this Luther a true Great Man." Give some account of Luther according to the estimate of Carlyle.
3. Write a short account of (a), the beginnings of the English theatre, or, (b), Sir Thomas More and his *Utopia*.
4. Write a scene for acting (on the stage) from *The Monastery*.

English History.

1. Sketch the character of Henry VII., and show briefly how he dealt with the Pretenders to his throne.
2. Describe Henry VIII. (a), at the age of 29, (b), as the Supreme Head of the Church of England.
3. Write an account of the foreign policy of Wolsey. Dates.

General History.

1. Describe the condition of Germany when Charles V. became Emperor.
2. Trace the steps of Alexander's conquest of Asia to the battle of the Issus. Dates.
3. Give some account of the early life and religion of a young Athenian born about the time of Pericles' death.

Citizenship.

1. In what ways must we show (a), sympathy, (b), kindness? How may sympathy be degraded from its true work?
2. Describe (a), how Alexander "framed himself in order to bring the Medes and Persians unto the manner of the Macedonians," or, (b), the interview of Alexander with the ten philosophers of India.
3. "There has always been a sense of trusteeship moderating and shaping British expansion overseas." Give some account of this trusteeship in recent years as to (a), the Dominions, (b), the Mandatory Clauses in the League of Nations Covenant.

Geography

1. Give a rough sketch map of Asia Minor, putting in the boundaries, countries and physical features. Describe a journey in the Holy Land (*Eothen*).
2. By what four races is Asia peopled? Write notes on each.
3. Explain (a), the causes, (b), the modifications of Trade Winds. Diagrams.

Natural History.

1. Trace carefully some of the steps by which the back-boned animals passed from water-breathing to air-breathing, with special notes on (a), the Proteus and, (b), the Axolotl.
2. Give some account of the earth-storm in the British Isles at the close of the Carboniferous period. Diagram of a section.
3. What observations have you made yourself this term as to (a), the winter sleep of trees, or, (b), stars?

General Science.

1. What are the three tests of matter? What have you to say about (a), a star, (b), a candle, (c), heat, in this connection?
2. Write notes on (a), the satellites of Saturn, with special reference to Phœbe, (b), the new Planet (1930). Diagrams.

Physiology and Hygiene.

1. What is the work of the nerve fibres? Explain and illustrate.
2. Explain the terms (a), convection, (b), conduction, (c), radiation, (d), evaporation, in connection with the heat of the body, and show the relation between these conditions and the ventilation of a room.

Picture Study and Architecture.

1. Describe "St. Peter's release from prison," by Filippino Lippi, and give a rough indication of the composition.
2. Write a short account (a), of the discoveries in Crete, showing why they are so important. or, (b), of the Parthenon with diagrams.

French

1. Describe, in French, (a), an adventure of Pierrot with the magic gift of "Madame la Pluie," or, (b), the recent floods in France.
2. Rewrite Le Cri-cri (p. 87) in the present tense.
3. Use, in sentences, (a), three personal pronouns, as direct objects, (b), three others as indirect objects. Underline the examples and translate the sentences.

Latin.

1. Write and translate two sentences with gerundives and two with verbs of fearing.
2. (a), Translate § 64, lines 9-15. (b), Scan line 10, or, parse "incursu," "motis," and "fecere."
3. (a), Cæsar, Book I., § 15, "Postero die . . . coeperunt." (b), Read again the Latin of (a), then write a narration in Latin.

German.

1. Translate into German, Reproduction IV., page 191, "The eagle . . . present day."
2. Give, in sentences, the imperative of *werfen*, *rufen*, *sitzen*, *essen*, *schliessen*.
3. Use, in sentences, the prepositions *unweit*, *während*, *wegen*, *diesseit*, *statt*.

or, Italian.

1. Make sentences, using the following words,—*casa*, *due*, *sole*, *lira*, *loro*.
2. Work the exercise on page 13, Nos. 1-6.
3. Write six sentences of a story you have read.

Arithmetic.

1. Find by practice the cost of 425 articles at £3 : 18 : 9, each.
2. One cask holds four times as much as another. Each is half full. The contents of the smaller are then put into the larger. What fraction of the larger is now empty? Illustrate also by a diagram.
3. The minute hand of a clock is 2 ft. 4 in. long. How far will the tip of it move in an hour? What is the area of the circle thus formed?

Geometry.

1. Prove that in equal circles or in the same circle equal chords cut off equal arcs.
2. Prove that the two tangents that can be drawn to a circle from an external point are equal.
3. Prove that the opposite sides of a quadrilateral circumscribed to a circle subtend supplementary angles at the centre.

Algebra.

1. By detached coefficients divide $9x^3 - 21x^2 + 22x - 20$ by $3x - 5$.
2. Find the factors of:
(i.) $14x^2 - 13x - 12$. (ii.) $(x - 2y)^2 - 9z^2$.
(iii.) $a^2 - b^2 - 2bc - c^2$. (iv.) $x^4 + 3x^2y^2 + 4y^4$.
3. A bag contained shillings and half-crowns amounting to £2 : 12 : 0. Half of the half-crowns were taken out and replaced by shillings. If the value of the contents was then £2 : 1 : 6, how many half-crowns did the bag contain at first?

Drawing (with brush and in colour).

1. Figures at work in a kitchen.
2. A design for a frieze in twigs with catkins and buds.

Music Appreciation.

What music by Beethoven have you heard? Write your impressions of any one of the compositions.

Recitations *

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

Reading *

Father to choose a poem and a leading article from a newspaper.

Music *

Examine in work done.

Singing *

Father to choose an English, a French, and a German song, and three exercises.

Drill *

Report progress.

Work *

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 31st. Papers to be posted on Saturday, April 5th, *with no other enclosure*. Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; *(b)*, if there has been any handicap on account of illness during the term; *(c)*, the reason for the omission of subjects in the examination.